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ABSTRACT

The competency based teacher training program in special education at the University of North Florida is described. The program is said to revolve around 13 generic competencies, including establishment of rapport with the student, identification of student motivation, modality assessment, and evaluation skills. In addition to coursework, students are explained to move through three phases of field experiences with handicapped children. Evaluation methods are reported to cover student performance, program effectiveness, and faculty effectiveness. Among seven appendixes are a sample lesson plan format, a class evaluation questionnaire, and an example of interim objectives and enabling activities. (CL)

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A Generic Competency Based Teacher Training Program in Special Education

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EC101226

A Generic Competency Based Teacher Training Program in Special Education

Abstract

The philosophy of the special education program at the University of North Florida is to develop a competency based teacher training program at the masters level. This program will produce teachers who can quantitatively demonstrate that they can produce academic achievement gains and desirable behavior changes in learning disabled children and all special education children whether they are in self contained special education classes, regular classes, resource rooms, or being prepared to be returned to the mainstream of education.

The basic component of the program revolves around thirteen generic competencies that are felt to be basic to the training of all teachers. Individually these competencies have been validated by research and literature as being significant in the preparation of teachers. These competencies have been found necessary to promote academic achievement gains and desirable behavior changes in children. The generic competencies are germane to special education teachers, consulting teachers, resource room teachers and regular classroom teachers responsible for the education of special children.

Department of Special Education Philosophy
University of North Florida

In modern society there are a growing number of children who cannot or do not profit from regular class placement due to learning, developmental, and/or behavioral deficits. Trained personnel and specialized programs are required in order to educate these children to function effectively and productively in society. It is the mission of the Department of Special Education to prepare Master's level personnel and offer other community services to meet this need.

The Department of Special Education at the University of North Florida is committed to a behaviorally influenced, cross categorical, competency based, field oriented teacher training program. As such it uses a systems approach in its operation and evaluations.

The behavioral influence of the program is reflected in the Department's committment to train personnel to deal with, and be responsible for, changes in the observable behavior of students in both the academic and social areas.

The competency based aspect is reflected in the Department's identification, delineation and evaluation of the competencies it's students must master. Given the programs philosophy of a cross categorical approach a core of 13 generic competencies is required of all Special Education graduates.

The Department's emphasis on field based experiences gives students a pragmatic orientation to dealing with the here and now in the classroom and insures a relevant education.

It is the Department's firm belief that a viable teacher training program cannot exist in isolation from the community it serves. Therefore, a close working relationship has been developed by the Department and community agencies serving the exceptional student. As a result of this relationship, the Department seeks to enlist the support of schools in the process of teacher training and in obtaining needed feedback in the evaluation and revision of the program. This relationship also serves as a vehicle for undertaking cooperative and innovative programs.

The Department recognizes its responsibility for providing a means by which experienced in-service personnel, as well as parents of exceptional children, may become informed and trained in specialized areas.

[1]The authors wish to acknowledge the support given to the program by the Bureau of the Education of the Handicapped through a Handicapped Personnel Preparation Grant. In particular, we would like to acknowledge the advise and assistance of Martha Bokee, Project Officer for the State of Florida.

In addition, the Department recognizes its responsibility to the "regular" classroom teacher and has directed its attention to supplying the regular classroom teacher with the competencies designed to assist in meeting the needs of the "special" child.

Program Objectives

The basic component of the program revolves around thirteen generic competencies that are felt to be basic to the training of all teachers. Individually these competencies have been validated by research and literature as being significant in the preparation of teachers (Van Nagel, 1974). These competencies have been found necessary to promote academic achievement gains and desirable behavior changes in children. The generic competencies are germane to teachers of learning disabled, emotionally disturbed, mentally retarded, hearing impaired, consulting teachers, resource room teachers, and regular classroom teachers responsible for the education of children.

The thirteen generic competencies and their criteria are as follows:

I. Objectives. Lesson plans are stated in observable and measurable terms. The teacher states his/her long range objective and enroute (daily) objectives in terms which are observable and measurable. The

objective describes what the learner will be doing, under what conditions the learner will perform, and the criteria of success.

II. Rapport. The teacher has established rapport with the pupil. This is evidenced by E and one or more of the following:

A. The pupil initiates conversation with the teacher.

B. The pupil asks the teacher questions

C. The pupil smiles at the teacher

D. The pupil offers help to the teacher

E. The objectives have been communicated to the learner.

III. Motivation. The teacher has identified the pupil's interests and used the student's interests in his/her lessons. This is evidenced by

A. Completion of an interest inventory

B. The instructional materials and/or the teacher's verbal statements reflecting the student's interests.

IV. Entering Behavior. The teacher has determined the pupil's entering behavior as evidenced by criterion referenced testing.

V. Modality Assessment. The teacher has identified the pupil's strongest modality of learning. This is

evidenced by diagnostic testing. (Mili's Methods Learning Test or a similar test or technique.)

VI. Elicitors Identified. The methods or materials employed in the lesson bring forth desirable pupil responses. This is evidenced by:

A. Pupil attention to task and/or teacher

B. Completion or near completion of task

C. Emission of desirable behaviors on the part of the pupil. (Evaluated by supervisor or professor.)

VII. Lessons Are Developmental. The teacher's lessons for the pupil contain enroute objectives that are hierarchically arranged and directly related to the terminal objective. This is noted by examining the daily Diagnostic Prescriptive Teaching forms of the teacher and by looking specifically at the enroute objectives. Instruction should:

A. Be hierarchically arranged

B. Proceed from the concrete to the abstract

C. Proceed from simple to complex skills

VIII. Reinforces Achievement. The teacher uses reinforcement techniques to increase the academic achievement of the pupil. This is evidenced by:

A. Observation and audition of teacher's verbal statements in response to learner behavior by supervisor or professor,

and/or

B. Written records of symbolic reinforcers for gains in pupil achievement.

IX. Reinforces Desirable Behavior-Does Not Reinforce Undesirable Behavior. The teacher applies reinforcement techniques to pupil behavior. This is evidenced by:

A. Observation and audition of the teacher's behavior in response to pupil behavior

and/or

B. Written records that evidence baseline data and reinforcement interventions.

C. The pupil's behavior, as recorded by the teacher, must show desirable progressive development changes in the pupil's deficit behavior or a decrease in the interfering behavior.

X. Reinforcement Schedules and Reinforcement Levels.

A. The teacher's reinforcement schedule evidence change in the ratio or interval or reinforcement. This is noted under the category of contingency on the Diagnostic-Prescriptive Teaching Forms, or

B. The teacher reinforcement level has changed. This is noted under Reinforcement Level on the Diagnostic-Prescriptive Teaching Forms.

XI. Evaluation. The teacher will evaluate instruction in terms of behavior change. This is evidenced by the following:

A. Written notation on the Diagnostic-Prescriptive Teaching Forms under the category of Objective Accomplished and Explanation.

B. The success rate of the pupil (the pupil's work is attached to the Diagnostic-Prescriptive form.) Toward the completion of the lesson the pupil should have achieved correctly nine out of ten responses or have answered correctly 90% of the time.

XII. Teaches For Transfer and Generalization. The pupil evidences the behavior he has learned in an instructional setting in other settings. This is noted by observation and audition of the teacher, supervisor, professor or other person, and is recorded under the category Generalization of Learning on the Diagnostic-Prescriptive Teaching Form.

XIII. Knowledge of Theoretical and Scientific Studies. The teacher can translate scientific studies and theoretical formulation into effective educational implementation:

A. The teacher, at all times, must be able to give a rationale for what she is doing. This rationale should be verifiable by the literature in the field.

B. The teacher answers correctly 80% of the questions on an objective examination.

These thirteen generic competencies have been further subdivided into specific competencies which are clustered into courses. Students progress through a developmental sequence of courses preparing him/her to demonstrate the competencies in the practicum phases of the program. As courses progress from beginning to end, the competencies are introduced, elaborated upon and further extended and developed. A student must minimally demonstrate the competencies for each course before exiting that course. In addition each student must apply the competencies in a field experience. If a student fails to demonstrate the competencies after being given the opportunity to recycle, he/she is counseled concerning their future in the program.

The successful completion of the course sequence permits the teacher trainee to enter the practicum phases of the program.

The specific competencies are presented to the students in the forms of modules. Modules have been developed for each course taught within the department. These modules include information on the purpose of the course, specific grading procedures used within the course, evaluation systems used within the course; recycle information, and the statement of the specific competencies.

The specific competencies are listed in the first section of the module. They are then restated in terms of interim objectives in the second section of the module. These interim objectives (see appendix G) are in essence an elaboration of the specific competency statements. Included in each objective is information on the precise assessment system to be used for this objective, the activities which are to be used for this objective, and post assessment information. The statements used are intended to keep both the instructor of the course and the student accountable for the information listed in the module.

In addition to these modules, several courses have instructional packages designed to suppliment other available resources. Someof these instructional packages are

self paced learning units, some are compiled readings, and some represent text supplements.

The specific competencies are constantly being studied and review by the department. These reviews, to date, have included information on the taxonomical level of each competencies, the relevance of each competency and the sequence of the competencies. Information concerning these areas has been gathered from students, advisory board members, outside consultants, and faculty members. Additional discussion and research is being done on developing different levels of competencies with reference to grading. Research is also planned for validating the specific competencies after validation of the thirteen generic competencies is completed. At the present time evaluation of achievement data of pupils taught by teachers trained in the program far exceeds what would be expected as evaluated by expectancy tables.

Practicum Phase I

Phase I of Practicum is a supervised field experience in EEC 606: Curriculum, Materials, and Instruction for the Handicapped Child. This is one of the last sequenced courses of the program. The instruction of this course centers around a teacher trainee teaching one handicapped

pupil utilizing the thirteen generic competencies successfully. (Curriculum content in the form of media skills, commercial materials, evaluating, etc. is also encorporated to further develop the thirteen generic competencies.)

In this assignment the teacher trainee tutors a handicapped child for thirteen lessons in his/her area of concentration using Lawrence J. Peter's textbook, Competencies for Teaching Individual Instruction. (Peter 1972) This experience also requires that teacher trainee to do pre and post achievement testing for the purpose of evaluating pupil achievement gain. This provides an opportunity for the teacher trainee to demonstrate quantitatively that he/she has mastered the basic thirteen competencies that are deemed necessary to promote academic achievement and desirable behavior change in an exceptional child.

During this practica phase each teacher trainee must keep a record of his/her objectives and his/her enroute objectives and reinforcement schedules in the format of a detailed structured lesson plan provided by the department. The Diagnostic Prescriptive outline used for the lesson plans is as follows:

UNIVERSITY OF NORTH FLORIDA
DEPARTMENT OF SPECIAL EDUCATION

DIAGNOSTIC PRESCRIPTIVE FORM

Pupil_____Lesson #_____Teacher_____

Ia. Terminal Objective _____

Ib. Enroute Objective _____

II. Rapport Established ____Yes ____No

A. Long range objective communicated to learner. __Yes __No

B. Enroute objective communicated to learner __Yes __No

III. Pupils Interests_____

IV. Entering Behavior_____

Va. Modality: Strongest ____Weakest ____How established ____
Modality Emphasized ____Visual____Auditory___Haptic___Combination

VIa. Elicitor Level: Describe _____
b. ___Abstract___Semi-Abstract___Concrete_____
c. Method of Relating_____
d. Activity_____
_____

VII, VIII, IX, X. Reinforcers:

Describe	Contingency	Rating Good Fair Poor
Abstract		
Social		
Symbolic		
Primary		

XI. Objective Accomplished: _____Yes _____No
Number of Responses Correct: _____Out of ____or percentage of time_____

Explanation:_____

XII. Generalization of Learning-Describe:_____

_____

After the teacher trainee has demonstrated the thirteen generic competencies and has quantatively demonstrated that he/she can produce achievement gains and desirable behavior changes with one exceptional child, he/she is then permitted to enter Practicum Phase Two. If the teacher trainee is not able to demonstrate the thirteen generic competencies and/or does not produce achievement gains or desirable behavior changes in an exceptional child, then that teacher trainee must recycle Practicum Phase I.

Practicum Phase II-III

Practicum Phases II and III are initiated in the course EEC 675: Practicum/Special Education.

Practicum Phase II involves teaching a minimum of three exceptional children in a group. Again the teacher trainee must demonstrate the thirteen generic competencies, produce achievement gains as evidenced by pre and post testing and show desirable behavior changes as evidenced by behavioral charting with exceptional children in a small group setting. During this phase the teacher trainee is observed by a member of the faculty and a master teacher (where applicable) for the purpose of evaluating whether he/she is successfully employing the thirteen generic competencies in a small group setting.

Practicum Phase III is the final Practicum Phase in the program.

In Practicum Phase III the teacher trainee is observed by a member of the faculty. When a teacher trainee is employed as a full time teacher, a supervisor in the public school program also makes observations for evaluation purposes. The practica sites for phases one, two and three are in keeping with University policy and are held in the communities' schools. If a teacher trainee is not incorporating the thirteen generic competencies in his/her teaching, the student is recycled through appropriate experiences to strengthen deficit competencies. Each practicum trainee is given continious feedback by the practicum supervisor throughout the practica regarding his/her performance. When the student has completed all phases of the practica and has demonstrated that he/she can produce achievement gain and desirable behavior changes in exceptional children, he/she is ready to be awarded a masters of education degree.

Program Evaluation

Evaluation procedures are conducted for three areas of the program: (a) student product, (b) program effectiveness, and (c) faculty effectiveness.

(a) Student Product

Perhaps the most important area of evaluation concerns the teacher trainee's teaching ability. While there are practice and field experience components in many of the courses, the final practicum provides the most intensive evaluation of the student's teaching skill.

During the practicum the teacher trainee is required to demonstrate total integrative ability by showing academic gain and desirable behavior change in students. The practicum student must plan, implement, evaluate, and develop teaching objectives based on the assessment. In addition, strategies are implemented to provide students with motivational and acceptable behavioral patterns.

General teaching competencies as well as competencies specific to the teacher trainee's area of exceptionality are evaluated. Through constant feedback, a continuous recycling process is available to the practicum student.

A follow up evaluation is made by employers of the program graduates' teaching effectiveness which is rated by the graduates' supervisors. This data provides information concerning the application and generalizability of competencies demonstrated in the practicum setting.

(b) Program Effectiveness

The Special Education Department of the University of North Florida has adapted a Discrepancy Evaluation Model which was designed by a Technical Assistance Project located at the Evaluation Research Center at the University of Virginia.[2] Areas of concern with the program are identified and a systems approach is utilized to develop techniques to evaluate these areas. This evaluation process has resulted in the design and implementation of five evaluation instruments to date. (See Appendix)

Program effectiveness is further evaluated by the employers of the University of North Florida Graduates. A rating scale is submitted to the employer of the program graduates on which he/she indicates their evaluation of job performance. Space is available for suggestions of any apparent deficit skills. This information is used in competency development and refinement. (See Appendix E)

The Special Education Department has periodic meetings with its Advisory Council. The council is

[2]Yauorsky, Diane, Discrepancy Evaluation:A Practitioner's Guide, Evaluation Research Center, University of Virgina, 1971.

composed of selected members of the local population who are involved in the Special Education Field. Competencies are submitted to the council members for their review and suggestions. Other departmental activities are brought before the council for discussion and advise.

National consultants are invited to the campus to evaluate the Special Education Program. These consultants review the courses, modules and practicums and make recommendations which are used for refining the program.

The Council in Education of the Deaf has made a site visitation for the purpose of certification approval. This resulted in program approval of the Hearing Impaired tract at the elementary level.

Program graduates provide a further technique for determining program effectiveness. A rating scale is submitted to each graduate to indicate his/her perceptions of his/her training at the University of North Florida. Space is provided for additional suggestions the graduate may wish to make. (See Appendix D)

Information and recommendations from all of the above sources are utilized in competency and program refinement.

(c) Faculty Effectiveness

Students have been provided with a direct and viable method of reporting on faculty effectiveness. At the conclusion of each class session, each student is given a class evaluation form on which to indicate his/her perceptions of the presentation. (See Appendix C) This information is used for improving future class sessions. Data from the class evaluation form is summarized graphically for each class session and cumulatively at the end of each course.

Student advisement is another area in which faculty effectiveness is evaluated. An Appointment and Advisement Form is completed by each student during the advisement session. This form is filed in the student's folder to provide a permanent record of the student's questions and concerns including the advisor's recommendations. (See Appendix B)

Faculty effectiveness as related to course content and modules is evaluated by the department chairman and members of the faculty. Inservice workshops are scheduled during which the modules are reviewed in order to provide a continuous sequence within the masters program. Modules have been continually updated and refined.

The University of North Florida provides an additional method of evaluating faculty effectiveness.

An overall assessment form is provided for each student at the end of each course. The rating scale provides data in the areas of content, instruction strategy, class presentations, textbooks and assignments. The computerized results of these evaluation instruments are available for assisting the administration and the faculty to revise methodology and improve instruction. (See Appendix F)

As a result of the many instruments and methods utilized for evaluation, the Department of Special Education is in constant communication with its students, the needs of the community and most important the needs of special children.

Reference

Peter, L. J. Individual Instruction, New York: McGraw Hill, 1972

Yauorsky, Diane. Discrepancy Evaluation: A Practitioners Guide Evaluation, Research Center, University of Virginia, 1971.

APPENDIXES

APPENDIX A

LESSON PLAN

DATE_____

1. Objective

   a. Enroute Objective:_____

   _____

   _____

   b. Criteria to be used for each student:_____

   _____

   _____

2. Activity

   a. Elicitors to be used:_____

   b. Elicitor Level: Abstract_____ Concrete _____ Semi Abstract _____

   c. Activity:_____

   _____

   d. Modality emphasized for each student:_____

   _____

3. Reinforcement System

   a. Reinforcer used:_____

   b. Reinforcer Level: Abstract _____ Primary _____ Social _____ Symbolic ____

   c. Reinforcement Schedule:_____

4. Evaluation:

   a. Rapport Established: Yes_____ No_____
   b. Objectives Communicated: Yes_____ No_____
   c. Objective Accomplished: Yes_____ No_____

   Student's Name and Scores or Percentage

   1._____ 4._____

   2._____ 5._____

   3._____ 6._____

5. Application activity:_____

   _____

   Pupil(s) Response to Application Activity._____

   _____

APPENDIX B

University of North Florida
Department of Special Education

Appointment and Advisement Schedule

Advisor:_____ Date:_____

Student:_____ Social Security Number:_____

Admission Status
- Post Baccalaureate_____
- Graduate_____
- Trial_____
- Home_____

Non-Major_____
Major
- Mental Retardation_____
- Emotional Disturbance_____
- Learning Disabilities_____
- Hearing Impairment_____
- Undecided_____

Normal Course Load Per Quarter
- Full Time (10 or more hours)_____
- Part Time (Less than 19 hours)_____
- Summer Quarter_____

Current Employment_____

_____

Location_____

Questions

1._____

_____

2._____

_____

3._____

_____

Answers

1._____

_____

2._____

_____

3._____

_____

Were your questions answered? Yes____ No____

Please sign this form and return it to your advisor.

_____
Student's Signature

_____

_____

OFFICE USE ONLY

Duration of Contact
- 0-10 minutes_____
- 10-20 minutes_____
- 20-30 minutes_____
- 30+ minutes_____

Office Contact_____
Telephone Contact_____

APPENDIX C

UNIVERSITY OF NORTH FLORIDA

Department of Special Education

Course Number_____ Date _____

Class Evaluation Questionnaire

The purpose of this questionnaire is to give the professor an indication of how well you understood an individual class topic. In this way a measure of product can be obtained and can be used to plan future lectures to better bring about optimun learning for you the student.

Please rate your understanding:

	Very Much	Moderately Well	Only Somewhat	Not at All
1. I understood the topic:	_____	_____	_____	_____

The areas most clear to me were:

1._____

2._____

3._____

4._____

The areas least clear to me were:

1._____

2._____

3._____

4._____

	Strongly Agree-1	Agree-2	Disagree-3	Strongly Disagree-4
2. The competencies covered were relevant to the course description.	_____	_____	_____	_____
3. The activities designed were appropriate for developing these competencies.	_____	_____	_____	_____
4. The class was a worthwhile experience.	_____	_____	_____	_____

5. What suggestions do you have that might improve this class?

APPENDIX D
SPECIAL EDUCATION DEPARTMENT
UNIVERSITY OF NORTH FLORIDA

Survey of Graduate Students

The Special Education Department of the University of North Florida annually surveys its recent graduates. The information concerning your perceptions of your training in relation to your employment obtained from this form will be used to improve the master's program in special education. All information will be kept in the strictest confidence. Thank you for your assistance in collecting this data.

Name _____ Date _____

Home Address _____ Type of Position _____

_____ Area of Exceptionality _____

Home Phone _____ _____

School _____ Number of Children Served Daily

School Address _____ _____

_____ Grade Level of Children _____

School Phone _____ Length of Time Employed _____

Principal _____ Supervisor _____

NUMBER OF SPECIAL CLASSES IN YOUR SCHOOL

	SLD	TMR	EMR	PH	FD	OT ER
Self Contained						
Resource						

Please look over the following list of skills and knowledge adding any which you feel have been left out. Decide whether each skill or knowledge is essential to your job (Column A), how frequently you use each skill or knowledge (Column B), and rate your perception of your proficiency in using each skill or knowledge (Column C). Place a check (✓) in the selected bracket.

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	A Relation to Job Performance		B Common Usage				C Degree of Skill in Using			
	Essential	Non-Essential	Frequent	Fairly Often	Occasionally	Seldom	Very Effective			Ineffective
Behavioral Objectives	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Rapport with Students	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Motivation	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Assessing Student's Entering Behavior	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Assessing Student's Modalities of Learning	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Identifying Effective Methods and Materials	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Developing Hierarchical Lessons	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Reinforcing Achievement	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Reinforcing Desirable Behavior	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Effective Evaluation	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Teaching for Transfer and Generalization	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Knowledge of Theoretical Studies	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Overall Teaching Effectiveness							( )	( )	( )	( )

10/28/76

APPENDIX E

SPECIAL EDUCATION DEPARTMENT
UNIVERSITY OF NORTH FLORIDA

Survey of Graduates' Employment Performance

The Special Education Department of the University of North Florida annually surveys its recent graduates. Please rate your perception of the employment performance of the individual whose name appears on this form. The information obtained from this form will be used to improve the master's program in special education. Thank you for your assistance in collecting this data.

Name of Person Completing Form _____

Position of Person Completing Form _____

Name of Graduate _____

School _____

Date _____

Area of Exceptionality _____

Number of Children Served Daily _____

Grade Level of Children _____

Please look over the following list of skills and knowledge adding any which you feel have been left out. Decide whether each skill or knowledge is essential to this job (Column A), and rate your perception of this individual's proficiency in using each skill or knowledge (Column B). Please check Column C if you have not had an opportunity to observe or evaluate this skill. Place a check (✓) in the selected bracket.

	A		B				C
	Relation to Job Performance		Level of Implementation (Degree of Skill in Using)				No Opportunity to Observe
	Essential	Non-Essential	Very Effective			Ineffective	
Stating Objective Behaviorally	( )	( )	( )	( )	( )	( )	( )
Establishing Rapport with Students	( )	( )	( )	( )	( )	( )	( )
Motivating Students	( )	( )	( )	( )	( )	( )	( )
Assessing Student's Entering Behavior	( )	( )	( )	( )	( )	( )	( )
Assessing Student's Modalities of Learning	( )	( )	( )	( )	( )	( )	( )
Identifying Effective Methods and Materials	( )	( )	( )	( )	( )	( )	( )
Developing Hierarchial Lessons	( )	( )	( )	( )	( )	( )	( )
Reinforcing Achievement	( )	( )	( )	( )	( )	( )	( )
Reinforcing Desirable Behavior	( )	( )	( )	( )	( )	( )	( )
Evaluating Effectively	( )	( )	( )	( )	( )	( )	( )
Teaching for Transfer and Generalization	( )	( )	( )	( )	( )	( )	( )
Applying Knowledge of Theoretical Studies	( )	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )	( )

STUDENT INSTRUCTIONAL REPORT

30

SIR Report Number

This questionnaire gives you an opportunity to express anonymously your views of this course and the way it has been taught. Indicate the response closest to your view by blackening the appropriate oval. Use a soft lead pencil (preferably No. 2) for all responses to the questionnaire. Do not use an ink or ball point pen.

SECTION I Items 1-20. Blacken one response number for each question.

NA (0) = Not Applicable or don't know. The statement does not apply to this course or instructor, or you simply are not able to give a knowledgeable response.
SA (4) = Strongly Agree. You strongly agree with the statement as it applies to this course or instructor.
A (3) = Agree. You agree more than you disagree with the statement as it applies to this course or instructor.
D (2) = Disagree. You disagree more than you agree with the statement as it applies to this course or instructor.
SD (1) = Strongly Disagree. You strongly disagree with the statement as it applies to this course or instructor.

		NA	SA	A	D	SD
1.	The instructor's objectives for the course have been made clear	0	4	3	2	1
2.	There was considerable agreement between the announced objectives of the course and what was actually taught	0	4	3	2	1
3.	The instructor used class time well	0	4	3	2	1
4.	The instructor was readily available for consultation with students	0	4	3	2	1
5.	The instructor seemed to know when students didn't understand the material	0	4	3	2	1
6.	Lectures were too repetitive of what was in the textbook(s)	0	4	3	2	1
7.	The instructor encouraged students to think for themselves	0	4	3	2	1
8.	The instructor seemed genuinely concerned with students' progress and was actively helpful	0	4	3	2	1
9.	The instructor made helpful comments on papers or exams	0	4	3	2	1
10.	The instructor raised challenging questions or problems for discussion	0	4	3	2	1
11.	In this class I felt free to ask questions or express my opinions	0	4	3	2	1
12.	The instructor was well prepared for each class	0	4	3	2	1
13.	The instructor told students how they would be evaluated in the course	0	4	3	2	1
14.	The instructor summarized or emphasized major points in lectures or discussions	0	4	3	2	1
15.	My interest in the subject area has been stimulated by this course	0	4	3	2	1
16.	The scope of the course has been too limited; not enough material has been covered	0	4	3	2	1
17.	Examinations reflected the important aspects of the course	0	4	3	2	1
18.	I have been putting a good deal of effort into this course	0	4	3	2	1
19.	The instructor was open to other viewpoints	0	4	3	2	1
20.	In my opinion, the instructor has accomplished (is accomplishing) his or her objectives for the course	0	4	3	2	1

SECTION II Items 21-31. Blacken one response number for each question.

21. For my preparation and ability, the level of difficulty of this course was:
1. Very elementary
2. Somewhat elementary
3. About right
4. Somewhat difficult
5. Very difficult

22. The work load for this course in relation to other courses of equal credit was:
1. Much lighter
2. Lighter
3. About the same
4. Heavier
5. Much heavier

23. For me, the pace at which the instructor covered the material during the term was:
1. Very slow
2. Somewhat slow
3. Just about right
4. Somewhat fast
5. Very fast

24. To what extent did the instructor use examples or illustrations to help clarify the material?
1. Frequently
2. Occasionally
3. Seldom
4. Never

Questionnaire continued on the other side.

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FORM NO. 5629

25. Was class size satisfactory for the method of conducting the class?

1. Yes, most of the time
2. No, class was too large
3. No, class was too small
4. It didn't make any difference one way or the other

26. Which one of the following best describes this course for you?

1. Major requirement or elective within major field
2. Minor requirement or required elective outside major field
3. College requirement but not part of my major or minor field
4. Elective not required in any way
5. Other

27. Which one of the following was your most important reason for selecting this course?

1. Friend(s) recommended it
2. Faculty advisor's recommendation
3. Teacher's excellent reputation
4. Thought I could make a good grade
5. Could use pass/no credit option
6. It was required
7. Subject was of interest
8. Other

28. What grade do you expect to receive in this course?

1. A
2. B
3. C
4. D
5. Fail
6. Pass
7. No credit
8. Other

29. What is your approximate cumulative grade point average?

1. 3.50-4.00
2. 3.00-3.49
3. 2.50-2.99
4. 2.00-2.49
5. 1.50-1.99
6. 1.00-1.49
7. Less than 1.00
8. None yet

30. What is your class level?

1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Graduate
6. Other

31. Sex:

1. Female
2. Male

SECTION III Items 32-39. Blacken one response number for each question.

		Not applicable, don't know, or there were none	Excellent	Good	Satisfactory	Fair	Poor
32.	Overall, I would rate the textbook(s)	0	5	4	3	2	1
33.	Overall, I would rate the supplementary readings	0	5	4	3	2	1
34.	Overall, I would rate the quality of the exams	0	5	4	3	2	1
35.	I would rate the general quality of the lectures	0	5	4	3	2	1
36.	I would rate the overall value of class discussions	0	5	4	3	2	1
37.	Overall, I would rate the laboratories	0	5	4	3	2	1
38.	I would rate the overall value of this course to me as	0	5	4	3	2	1

39. Compared to other instructors you have had (secondary school and college), how effective has the instructor been in this course? (Blacken one response number.)

One of the most effective (among the top 10%)	More effective than most (among the top 30%)	About average	Not as effective as most (in the lowest 30%)	One of the least effective (in the lowest 10%)
5	4	3	2	1

SECTION IV Items 40-49. If the instructor provided supplementary questions and response options, use this section for responding. Blacken only one response number for each question.

	NA										NA									
40.	0	1	2	3	4	5	6	7	8	9	45.	0	1	2	3	4	5	6	7	8	9
41.	0	1	2	3	4	5	6	7	8	9	46.	0	1	2	3	4	5	6	7	8	9
42.	0	1	2	3	4	5	6	7	8	9	47.	0	1	2	3	4	5	6	7	8	9
43.	0	1	2	3	4	5	6	7	8	9	48.	0	1	2	3	4	5	6	7	8	9
44.	0	1	2	3	4	5	6	7	8	9	49.	0	1	2	3	4	5	6	7	8	9

If you would like to make additional comments about the course or instruction, use a separate sheet of paper. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? PLEASE GIVE THESE COMMENTS TO THE INSTRUCTOR.

If you have any comments or suggestions about this questionnaire (for example, the content or responses available), please send them to: Student Instructional Report, Educational Testing Service, Princeton, New Jersey 08540.

APPENDIX G

INTERIM OBJECTIVE NUMBER FOUR

You will be able to define all english phonemes by place and manner of articulation characteristics and by use of distinctive features, you will be evaluated by completing an objective examination on which you will be asked to give the phoneme described in terms of place and manner characteristics of a given phoneme, and you will be able to describe the distinctive feature analysis of a given set of phonemes. There will be eight questions covering this objective. This objective will also be self evaluated on a quiz.

ENABLING ACTIVITIES AND LEARNING RESOURCES

A. Use of class handouts (found in appendix)

B. Class lecture

C. Read Van Ryper, OP.CIT (OPT.)

D. Read Calvert, & Silverman. OP.CIT. (Chapter 2) (OPT.)

E. Read Shane, Generative Phonology, Prentice Hall,(Chapters 2 & 3)

POST-ASSESSMENT STATEMENT

In order to understand corrective procedures used in remediating phoneme misarticulations you must understand correct phoneme production. Both methods used in this objective for defining phoneme production will aid in

developing this understanding. Use of these characteristics will be extended in the following objective. This objective can be recycled one time only.

Level of objective: Knowledge and application